

## Passive quiz

<b>Language level:</b>	Intermediate (B1) +
<b>Learner type:</b>	Teens; Adults
<b>Time:</b>	20 minutes + homework/self-study + 20 minutes
<b>Activity:</b>	Reading; Homework (research); Grammar drill
<b>Topic:</b>	Trivia
<b>Language:</b>	Passive structures
<b>Materials:</b>	Slideshow



## Preparation, materials and equipment

1. For this activity, you will need a number of questions whose answers will involve the production of passive structures. Select these according to your students' culture, interests, age, etc. See below for possibilities.

Q: What do US presidents Lincoln, Garfield, McKinley and Kennedy have in common?

A: They **were** all **assassinated**.

Q: What do Jonah and Pinocchio have in common?

A: They **were** both **swallowed** by whales.

Q: What happened to Nelson Mandela on 11<sup>th</sup> February 1990?

A: He **was released** from prison after 27 years in captivity.

Q: What do the? US golfers Retief Goosen and Lee Trevino have in common?

A: They **have** both **been struck** by lightning. (They are both alive and well.)

Q: What is taphophobia?

A: Fear of **being buried** alive.

Q: What happened to Zinedine Zidane during the 2006 World Cup final?

A: He **was sent off** (for headbutting Marco Materazzi in the chest).

Q: How was Socrates executed?

A: He **was made / forced** to drink hemlock.

Q: What happened to Lee Harvey Oswald while he was being transferred from Police headquarters to the county jail? (Lee Harvey Oswald was the man who was arrested for assassinating John Kennedy.)

A: He **was shot** (by Jack Ruby).

Q: What do the Guillotine, the sandwich and Braille have in common?

A: They **are** all **named** after their inventors.

Q: What happened to Charlie Chaplin's body on March 1<sup>st</sup>, 1978?

A: It **was stolen** (by two amateurs in a failed attempt to extort money from the Chaplin family).

2. Create a slideshow of images that strengthen students' comprehension of the questions that you are asking. An example slideshow is provided at:

<http://bit.ly/mSHrtS>

See **Image credits** on pages 5 and 6 for links to the images that are used in the slideshow.

Decide how you are going to display the slideshow in class. Possibilities include:

- Mobile device (For one-to-one situations)
- Laptop, desktop, tablet computer (For small groups)
- Computer, projector + screen (For larger classes)

## Lesson plan

Note: This lesson idea can be used to *present* or *revise* a variety of passive structures. It can be used as a follow up to another **Lessonstream** activity titled *Passive Drawings*: <http://bit.ly/pU9j4q>

1. Tell students that you have a quiz for them. Tell them that they should look for the answers online (in a computer room, for homework, etc.)
2. Dictate the questions that you have selected. (See **Preparation, materials and equipment** on page 2 for possibilities.) If necessary, pre-teach any vocabulary that could otherwise make the questions incomprehensible.

Note: For each question that you dictate, make use of images to introduce the famous people/objects featured in them. There are many included in the accompanying slideshow. (See **Preparation, materials and equipment** on page 3.)



3. Ask students to compare what they have written in pairs/groups and make sure that everyone has written down the questions correctly.
4. Ask students to go online (in a computer room, for homework, etc.) and find out the answers to the questions.

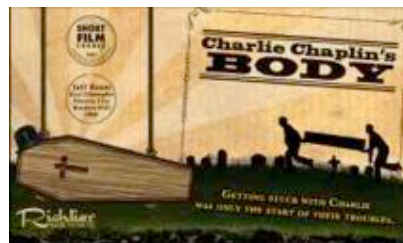
Note: You may want to tell students that each of the answers will require the production of a passive structure. Make sure that they understand that the passive structure will involve:

- Some form of the verb 'to be' (*is, are, was, were, being, etc.*)
- A past participle (*taken, fired, married, liked, brought, etc.*)

Give an example sentence if necessary.

5. When ready, take feedback from your students. Find out who got the most correct answers. (See **Preparation, materials and equipment** on page 3.) Use this stage as an opportunity to work with the grammar point in question.

Note: The accompanying slideshow (See **Preparation, materials and equipment** on page 3.) contains a number of images that reveal and/or reinforce the answers to the questions.



## Follow up

Put students into pairs so that everyone has a drilling partner. Ask students to test each other's memory and spoken production of the target language. See box below for instructions.

### Instructions for drilling activity

1. **Student 1** has access to his/her notebook. **Student 2** does not.
2. **Student 1** asks **Student 2** a question from the list chosen at random (e.g. *How was Socrates executed?*)
3. From memory, **Student 2** attempts to recall and reproduce the full answer. (E.g. *He was forced to drink hemlock.*)
4. **Student 1** pays special attention to the grammar and accuracy of **Student 2**'s answer and offers help whenever necessary.
5. After each turn, roles are reversed: **Student 1** picks up his/her notebook. **Student 2** puts down his/her notebook. Now **Student 2** asks **Student 1** a question and **Student 2** attempts to answer it.
6. The process is continued until all questions have been answered.

## Image credits

Images taken from Wikimedia Commons and Amazon:

- Jonah depicted on the Sistine Chapel:  
[http://en.wikipedia.org/wiki/File:Sistine\\_jonah.jpg](http://en.wikipedia.org/wiki/File:Sistine_jonah.jpg)
- Pinocchio stamp  
<http://bit.ly/q8thnT>
- Jonah and whale  
[http://commons.wikimedia.org/wiki/File:Chartres\\_Saint-Aignan804.JPG](http://commons.wikimedia.org/wiki/File:Chartres_Saint-Aignan804.JPG)
- Pinocchio and whale  
<http://lessonstream.org/2007/09/04/passive-drawings/>
- Nelson Mandela  
<http://bit.ly/oaUmUu>
- Nelson Mandela Time Magazine cover  
<http://www.time.com/time/covers/0,16641,19900205,00.html>

- Lee Trevino Time Magazine cover  
<http://www.time.com/time/covers/0,16641,19710719,00.html>
- Retief Goosen  
[http://en.wikipedia.org/wiki/File:Goosen\\_Retief\\_2006.jpg](http://en.wikipedia.org/wiki/File:Goosen_Retief_2006.jpg)
- Buried alive (DVD cover)  
<http://amzn.to/r1amrD>
- Zinedine Zidane  
[http://en.wikipedia.org/wiki/File:Zinedine\\_Zidane\\_2008.jpg](http://en.wikipedia.org/wiki/File:Zinedine_Zidane_2008.jpg)
- Socrates  
[http://en.wikipedia.org/wiki/File:Socrates\\_Louvre.jpg](http://en.wikipedia.org/wiki/File:Socrates_Louvre.jpg)
- Socrates' execution  
[http://en.wikipedia.org/wiki/File:David\\_-\\_The\\_Death\\_of\\_Socrates.jpg](http://en.wikipedia.org/wiki/File:David_-_The_Death_of_Socrates.jpg)
- Lee Harvey Oswald's mug shot  
[http://commons.wikimedia.org/wiki/File:Lewis\\_Exh1-20-533.jpg](http://commons.wikimedia.org/wiki/File:Lewis_Exh1-20-533.jpg)
- Lee Harvey Oswald being shot  
<http://en.wikipedia.org/wiki/File:Ruby-shooting-oswald2.png>
- Guillotine  
[http://en.wikipedia.org/wiki/File:Fallbeil\\_muenchen\\_1854.jpg](http://en.wikipedia.org/wiki/File:Fallbeil_muenchen_1854.jpg)
- Biro  
[http://en.wikipedia.org/wiki/File:Bo%C3%ADgrafo\\_birome\\_II\\_edit.jpg](http://en.wikipedia.org/wiki/File:Bo%C3%ADgrafo_birome_II_edit.jpg)
- Braille  
[http://en.wikipedia.org/wiki/File:DSC\\_4050-MR-Braille.jpg](http://en.wikipedia.org/wiki/File:DSC_4050-MR-Braille.jpg)
- Joseph-Ignace Guillotin (inventor)  
[http://en.wikipedia.org/wiki/File:Gillotine-JosephIgnace\\_crop.jpg](http://en.wikipedia.org/wiki/File:Gillotine-JosephIgnace_crop.jpg)
- László Bíró (inventor)  
<http://bit.ly/rsA9pi>
- Louis Braille (inventor)  
<http://bit.ly/qXGXow>
- Charlie Chaplin  
<http://en.wikipedia.org/wiki/File:Chaplin-charlie.jpg>
- Film poster: Charlie Chaplin's body  
<http://www.charliechaplinsbody.com/>